Index

(Page numbers in italics indicate material in figures or tables.)

A

Allport, D. A., 247
American Council for the Teaching of Foreign Languages (ACTFL) Guidelines, 195
Animal investigations, 19-20, 21-22
At-risk first-grade children: identifying, 57;
identifying those who benefited from intervention, 58
Auditory pseudoword repetition, 160

B

Baddeley, A. D., 158, 159
Berlitz foreign language teaching techniques, 161
Bilingual children, 147
Bishop, D. V. M., 98
Bowers, P. G., 77, 78, 129
Brain: abnormalities in phonological processing systems of the, 8-9, *11*, 10-12, *13*, 14;
left hemisphere dysfunction of the, 12;
leftward asymmetry of the, 7;
neuronal size asymmetry in visual cortex of the, 8;
structural abnormalities of the, 6-8;
word-processing areas of the, 9;
word reading and, 10-12
Brain activity: rate and exposure duration and task-related, 16;
reading aloud and, 17
Brain areas in reading-disabled and dyslexic adults, abnormal activities in, 12, 14, *15*, 17-22, 23
Brain imaging, 4-5; decision-making tasks and, 12;
functional specialization for orthography and phonology and, 10;
naming studies and, 10;
phonological awareness and functional, 9, *11*;
pronunciation tasks and, 12
Bujians, 239, 248

C

Chen, T. Y., 161, 162
Chen, Y. P., 247
Chinese dyslexic children, 239;
reading by, 242
Chinese fine-grained orthographic analysis, 247
Chinese language: learning to read and spell, 246, 254;
locus of developmental dyslexia in, 240;
metalinguistic awareness in reading and spelling of, 255
Chinese writing, lack of symbol-sound correspondence in, 244
Chinese written characters: complexity of, 247;
phonological information carried by, 245;
reading and spelling of, 243-46;
a study of identification of, 248-53;
voiced part of, 244
Class sizes in Japan and United States, 221
Coltheart, M., 245
Corpus callosum, abnormalities of the, 6, 7
Critchley, M., 240-41
Crosslanguage transfer, 208
Curricular differences in Japan and United States, 217
Curriculum, assessing children's response to, 56

D

Developmental dyslexia. *See* Dyslexia
Developmental reading disorder. *See* Dyslexia
Dinklage, K. T., 157
Dyslexia, 239; clinical manifestations of, 5;
co-occurence of visual motion and language processing deficits in, 22;
core deficit in, 5;
difficulties in learning second language and, 155;
as a "disconnection" syndrome, 14;
foreign language learning and, 167;
hypothesis about SLI and, 105;
learning characteristics of students with, 163;
main source of difficulties for Chinese students with, 240
Dyslexic children: Chinese, 241, 246;
profile of test results of, 110-11, 113, 115-18;
written vs. oral language skills and, 104
Dyslexic reading difficulties, explanation for, 8

E

Eden, G. F., 16, 19, 21
English as a second language (ESL), decoding deficits of students studying, 125
ESL learners: assessment and remediation delays and, 125;
naming speed and, 129-30;
phonological awareness improvement among, 146;
phonological memory and, 127-28;
predicting word recognition skills of, 149-50;
vocabulary gains of, 146;
without reading skill in their native language, 125
Expressive language, children after age two with significantly delayed, 100

F

Foreign language (FL), hyperlexia and, 191
Foreign language learning: aptitude for, 160;
balanced approach to, 161-62;
dyslexia and, 155, 156-64;
foundation for, 157;
immersion techniques in, 161;
multisensory methods and, 163;
personal experience of a dyslexic , 164-66, 166-69, 169-72, 172-75, 174-79;
phonological processing and, 207; skills required for , 207;
strategies for, 180-84.
See also English as a second language (ESL); ESL learners
Foreign language learning problems, 169-79;
consequences of, 158
Foreign language proficiency: native language skills and hyperlexia and, 203;
predictor of, 159
Foreign language reading comprehension, foreign language oral proficiency and, 204
Foreign language requirements in universities, 157, 164-66;
waivers of, 179-80
Foreign language skills of hyperlexic high school student compared with those of other high school students, 192-93, 193-95, 195-98, 199, *200*, 201-202
Foreign language task requiring exclusive use of phonological and phonological/orthographic skills, hyperlexia and, 204
Foreign language teachers of dyslexics, suggestions for, 182-84

Foreign language word recognition skills, prediction of, 205
Foreign language word recognition tasks, measures of foreign language oral proficiency and, 204

G

Ganschow, L., 158, 191, 203
Gathercole, S. E., 158
Gender ratios of students in Japan and United States, 229
General language ability, late talkers and children with SLI and, 99
GEONS, 244
Geva, E., 204, 207
Good, R. H. III, 37, 38-39, 41, 43, 45, 46
Graphophoneme knowledge, assessing, 60

H

Hand dominance, 7
Hasbrouck, J. E., 46
Hierarchical linear modeling (HLM) techniques, 57
Huang, J.-T., 245
Hyperlexia, 189, 190-91; spelling and, 207
Hyperlexic children: ability to read nonsense words and to use regular phoneme-grapheme correspondence rules of, 190;
good visual discrimination, but poor performance on visual-spatial tasks of, 191;
persistence of voracious reading in, 190;
reading behavior of, 190;
in two languages, 208
Hyperlexic high school students compared to other students, 192-93, 193-95, 195-98, 199, *200*, 201-202

I

International Dyslelxia Association, 240
Intervention: children least responsive to, 55;
designing appropriate, 43-45;
foci for, 35;
monitoring effectiveness of kindergarten, 47-48;
predicting responsiveness to, 55;
successful, 54;
when to begin, 35
Intervention program, description of a first-grade, 61-63

J

Japan-United States Learning Study teacher survey, *232-35*

L

Language: teachers' perceptions in Japan and United States of student problems with, 230-31;
transfer to a second language of knowledge of native, 208
Language disorders: investigation of the concept of a continuum of, 106-15, 115-18;
notion of a continuum of, 104, 105
Late talkers, 87; distinctiion between preschool children with SLI and, 88;
general language ability and, 99;
implications for future language skills of language delay of, 100;
investigation of outcomes for, 88-92, 92-97, 97-100;
outcomes for, 88;
preschool predictors of age 13 outcomes for, 96;
skills and test scores at 13 years, 87, 94-95, 97-98, 100
Learning disability (LD): educators' awareness of (in Japan and United States), 218;
percentage of children in Japan and United States identified as having, 213, 216;
recognition of (in Japan), 228-32

Learning problems, Japanese and United States teachers' views about insufficient teacher training and students, 227
Le Brun, Y., 191-92
Leong, C. K., 213
Letter sound knowledge: assessing, 60; predictive value of, 68
Linguistic coding differences hypothesis, 191, 202
Lovegrove, W., 18

M

Magnocellular deficit in dyslexia, 8, 20
Marshall, J. C., 247
Memory, brain areas activated during short-term, 14. *See also* Verbal working memory
Motion processing system deficit in dyslexia, 20-21
Multisensory methods in learning a foreign language, 163

N

Naming speed, 128-31. *See also* Rapid automatized naming (RAN)
Non-word reading: list to test, *80*; predicting growth in, 76, 77, 78

O

Object naming, functional brain imaging and, 10
Oral language, 103; persistence of problems with, 85. *See also* Late talkers
Orthographic strategies for reading words, hyperlexia and, 191

P

Paul, R., 97
Perisylvian cortical regions, abnormalities of, 6-8
Phonemic awareness: demands that alphabetic text places on, 217; limitations of typical measures of, 205;
measures of, 59
Phonological awareness, 5, 8-9, 103; functional brain imaging and, 12, *13*, 14;
as predictor of word identification ability, 140, 146
Phonological awareness skills, cross-linguistic transfer of, 126
Phonological deficit, risk of reading failure and, 104
Phonological information: Chinese written characters and, 245; linked with semantic or orthographic information, 159
Phonological memory: deficits in, 158-60;
ESL learners and, 127-28, 149
Phonological processing: cortical areas involved in, *11*;
foreign language learning and, 207
Phonological recoding skills as predictors of foreign language proficiency, 159
Phonological skills, reading and spelling foreign language words and, 207
Phonological tasks, cortical areas involved in, 12, *15*
Pohman, J., 158
Poor readers, failure to catch up after grade three, 35. *See also* Dyslexia *entries*
Prediction of reading abilities, 40, 76, 77, 78, 126;
phonological abilities for, 9;
phonological coding and recoding and, 14-15;
rapid automatized naming (RAN) and, 14, 16-17
Price, C. J., 17
Print to sound, two-route model of converting, 245
Pseudoword spelling in a visual delayed copying task, 160

R

Rapid automatized naming (RAN), 134:
functional neuroanatomy and, 17;

to predict reading ability, 14, 16-17;
to predict word identification ability, 140.
Rapid naming speed: assessing, 59-60;
predictive value of, 14, 16-17, 68, 77-78, 140
Rapid visual naming speed of dyslexics, 17
Reading: cortical areas involved in, 12, 13, 23;
model (for teaching in school), 48;
teaching, 34-35, 217-18. *See also* Word reading
Reading disability: incidence of, 4;
Japanese and United States teachers' estimates of, 218. *See also* Dyslexia; Dyslexic reading difficulties
Reading instruction, 34-35, 217-18;
time needed for, 45
Rhyming, brain areas activated during, 14
Rumsey, J. M., 10, 12, *13*, 14

S

Schools: as environments in which to teach reading, 36;
variations of (in United States), 34
Schoolwide Reading Improvement Model (SRIM), 33, 36-37, 38;
analyzing context and assessing student performance, 37-41;
analyzing individual performance and planning instructional groups, 42-43;
designing interventions, 43-45;
evaluating interventions and adjusting instruction, 47-48;
as a model for teaching reading, 48;
setting instructional goals and monitoring, 45-47
Sensorimotor coordination, 6
Sensory processing mechanisms, failure of early, 5-6
Service, E., 159-60
Shinn, M., 39, 42, 46
Simmons, D. C., 37, 40, 43, 48
SLI. *See* Specific language impairment (SLI)
Social behavior: Japanese and United States teachers' rating of students', 231;
in Japan and United States, 217, 219
Spanish, transparent orthography of, 206
Sparks, R. L., 158, 190, 191, 203
Specific language impairment (SLI), 87;
chlldren with persistent and with resolved, 110-11, 113, 115-17;
problems of dyslexic children compared to those of children with, 98-99;
wide range of language difficulties of children with, 104.
See also Late talkers
Specific learning disabilities, Chinese children with, 242
Spelling: of a bright Chinese dyslexic child, 242, *243*;
hyperlexia and , 207;
as a modular process independent of general cognitive and linguistic skills, 204;
underemphasis on, 241
Spelling difficulties of Chinese dyslexic children, 241-43
Spoken language tasks, dyslexic children and those with resolved specific language impairment and, 115
SCRIM. See Schoolwide Reading Improvement Model (SCRIM)
Stothard, S. E., 98
Student progress, monitoring, 46
Sziwowski, H., 191-92

T

Teachers of foreign language, dyslexics and, 182-84

Teachers in Japan and United States compared, 221, 228
Teachers' perceptions of academic resources in Japan and United States, 221
Teachers' perceptions vs. behavioral evidence regarding children, 231
Teachers' perceptions of students' academic weaknesses in Japan and United States, 216, 221-22
Teachers' perceptions of student skills in Japan and United States with regard to: language, 230-31;
listening, 223; reading/writing, 224-25;
reasoning and math, 225-26;
social behavior, 226;
speaking, 223-24;
studying, 226
Teacher survey in Japan-United States Learning Study, 232-35
Teaching Chinese word knowledge, materials to help, 246
Teaching of reading: approaches to, 217-18;
essential components for successful, 34-35
Tindal, G., 46
Torgesen, J. K., 55-56, 78
Trilingual hyperlexia, 191-92
Two-route model of converting print to sound, 243

V

Vallar, G., 159
Van Endert, C., 191-92
Vellutino, F. R., 55, 56, 79
Verbal working memory, cortical areas involved in, 12
Visual behavioral abnormalities in dyslexia, 8
Visual processing abnormalities, 17-19, 20-21
Visual system, abnormalities of, 6, 8, 20
Vocabulary growth, poor, 158

W

Wang, M.-Y., 247
WID. *See* Word identification score (WID)
Wolf, M., 77, 78, 129
Word analysis by hyperlexic students, 205
Word Identification Score (WID), 135
Word lists to assess word and nonword reading growth, 58-59, *80*
Word naming, functional brain imaging and, 10-12
Word reading, 76-77;
as a modular process independent of general cognitive and linguistic skills, 204;
nonresponsiveness to regular classroom instruction in, 68;
rapid naming speed as predictive of growth in, 78;
word lists to assess growth of, 58-59, *80*
Word recognition, longitudinal prediction of, 137-40, 143
Word recognition skills: gains in, 146, 147;
phonological awareness to predict (in ESL children), 127, 149;
rapid naming to predict (in ESL children), 148, 149
Writing mistakes made by dyslexics, 241